

St.Gregory's RC Primary School

COVID-19 catch-up premium



SUMMARY INFORMATION			
Academic Year	2020-2021	Total number of pupils:	210
Total catch-up premium budget:	£16,800		

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Children in all year groups to meet or exceed the expected standard in reading, writing and maths
B	. Ensure children's phonics in Reception and KS1 is not hindered due to isolation
C	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

ADDITIONAL BARRIERS	
External barriers:	
D	Access to technology and resources to aid online learning

expenditure for current academic year

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?		How will you make sure it's implemented well?	Staff lead	When will you review this?
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<p>Quality First Teaching Reading Comprehension Strategies Collaborative Learning Small Group Tuition Extended School Time Digital learning platforms</p>	<p>Children to be able to decode the</p> <p>Children to meet or exceed the expected standard in reading, writing and maths.</p>	<p>Reading is the key to all learning and as such must be continued on a daily basis whether learning is happening in class or remotely.</p> <p>Reading Comprehension Strategies are implemented into Quality First Teaching on a daily basis and this will continue if remote learning is required</p> <p>Small Group Tuition will be established within Years 2 and 6 as this is shown to be effective (EEF) this coupled with Extending school time for these groups will be used as 'a catch-up intervention'.</p> <p>Teachers will be prepared and have been given training to deliver remote learning if and when required and resources will be provided to support this.</p> <p>Digital platforms are needed to support remote learning and to ensure children can access high quality systems both in school and at home.</p>		<p>Reading Plus purchased for Y4-6 to ensure children have the opportunity for high quality class and remote learning in reading. Children will access the programme at least 3x per week in school, plus additional homework and remote learning tasks.</p> <p>Small group support to ensure children meet the expected standard by 'closing gaps which have developed due to Covid'.</p> <p>Learning by Questions (EEF) purchased for Y6 to aid both in class and remote learning across the core subjects. This will also provide all Y6 children with their own android device. Timetable to ensure that children will access the programme at least 3 times weekly in school, plus additional homework and remote learning tasks</p> <p>CGP resources purchased to aid Y6 with the delivery of end of key stage expectations remotely</p>	<p>All staff</p>	<p>Summer 2021</p>
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<p>Children in Y1 and Y2 meet the expected standard in their phonics screening.</p> <p>Children in Y3 who did not pass the phonic screen at the end of KS1 will continue to access daily phonics Gaps between the disadvantaged children and their peers reduces</p>	<p>Quality First Teaching Phonics Robust Phonics teaching through recognised programme</p> <p>Quality intervention Programmes Reading Comprehension Strategies Teaching Assistants Extended School Time</p>	<p>Children in Year One and Two will undertake the phonics screening this academic year. For some children there are significant gaps in children’s phonic knowledge due to over six months away from education and these gaps need to be addressed rapidly so that children are solid within their early reading and therefore have the skills to build upon to continue throughout their education and life as competent readers.</p> <p>Children in Y3, need access to daily phonics lessons due to missing high quality phonic teaching in Y2 , additional small group intervention (EEF) is needed for those children with the widest gaps , along with a focus on daily 1-1 reading to ensure they can apply the skills taught.</p>		<p>Quality first teaching for all children using the ‘Floppy’s Phonics’ approach in Y1 and 2</p> <p>Lexia Booster sessions will be delivered within small groups (HLTA led) and will target those children who need a catch up with their phonics. Year Two will be the focus for Autumn Term and Year One within Spring Term - £500 Y3 will continue to use Letters and Sounds as their approach to whole class phonics Teacher led small group intervention will take place 3x weekly Support staff with hear target groups read daily and ensure effective application of skills £500 & £2800 supply cover costs</p>	<p>SLT, EY & KS1 staff</p>	<p>Dec 2020 April 2021 July 2021</p>
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<p>Children who are identified as needing additional support receive high quality, measurable intervention</p>	<p>Quality first teaching White Rose Maths Arithmetic High quality intervention Additional time TA support</p>	<p>Ensuring gaps in mathematical knowledge are closed with robust intervention strategy's is important in ensuring our children are able to attain at least age related expectations at key points in their educational journey. We need to ensure that any interventions delivered are robust and have outcomes which are measurable.</p>		<p>1 Teaching assistant to be employed (25hrs) to support interventions</p> <p>Teaching assistants access maths training with Maths Hub to deliver interventions</p> <p>Teaching assistants deployed to classes to deliver same day targeted interventions.</p>	<p>SLT and class teachers</p>	<p>Summer 2021</p>
<p>Device audit of all families</p>	<p>Children have access to devices to allow them to complete online learning</p>	<p>EEF Teaching and Learning Toolkit: •Digital Technology (+4)</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils (EEF: Distance Learning)</p> <p>Different approaches to remote learning suit different types of content and pupils (EEF: Distance Learning)</p> <p>Wider Strategies: Access to technology (EEF COVID19 Support Guide for Schools)</p>		<p>Supported by Mike Hamilton ensure families without devices are provided with the appropriate resources to allow them to engage fully with remote learning.</p>	<p>AD and DF</p>	<p>Summer 2021</p>

To support those pupils who have anxieties and worries during COVID	Children receive appropriate intervention and support	EEF – Targeted approaches to supporting social and emotional wellbeing have an impact of +4 months.		Timetabled sessions for interventions with suitably trained teaching assistant. Monitor pupil questionnaires		
	Total budgeted cost:					£16,800